

Hello,

I would like to speak regarding a few things today. Firstly, I would like to request that the Prior Notice and Parental Consent Page of the IEP be reverted back to its original language. The parts of it that are considered Prior Notice should not be included with the parent consent statement, as this is inappropriate.

Secondly, I would like to speak regarding LCPS pupil services using a school board motion to prevent IEP teams from considering each child's unique needs and how services may be delivered. School board members have said that IEPs are still to be followed as they are and have stated that they are not a part of IEP teams. However, at the IEP meeting parents are now being told that their child cannot receive xyz service because the school board has tied their hands. Furthermore, parents have also been told their child does not "qualify" to return to school in October because of their placement, another school board decision. LCPS is now ignoring unique needs and now requiring Individualized Education Plans to fit a model. This is not right. LCPS should be working with families to provide services in creative ways to meet each child's needs. Instead parents are faced with a take it or leave it approach. LCPS is not providing any in person support for any student with an IEP unless they qualify to return in October. I ask you why? Where's the continuum of services? Why aren't they prepared to offer in home supports through contracted providers? LCPS is expecting parents to provide these necessary in home supports for student engagement and learning.

Lastly, I would like to address the lack of services our students who are in general education are receiving. How does a special educator or instructional assistant simply watching lessons in the background count as providing services? This model of virtual learning is unsustainable, as special educators or instructional assistants cannot simply interrupt the general education teacher to redirect students without drawing attention to the student from the whole class. There is no way prompting hierarchies can be followed in this model. LCPS is expecting parents to be instructional assistants. They are expecting parents to be able to redirect their child, implement accommodations, and ultimately provide special education services to their own child daily.

This is unacceptable. In 2020 I cannot believe that we are fighting for FAPE, we are fighting for equitable access to curriculum and education and all of our calls, emails and comments are falling on deaf ears.

Thank you  
Beth Fowler